

## PE Medium Term Planning- Year 6

### Key Knowledge

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  
perform dances using a range of movement patterns  
take part in outdoor and adventurous activity challenges both individually and within a team  
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

#### **In particular, pupils should be taught to:**

swim competently, confidently and proficiently over a distance of at least 25 metres  
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
perform safe self-rescue in different water-based situations.

Year group Year 6	Key Knowledge	Physical skills	Social skills	Emotional skills	Thinking skills
<b>Autumn 1</b> Swimming- Year 5/6	Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.	<ul style="list-style-type: none"> <li>To develop gliding, front crawl and backstroke.</li> <li>To develop rotation, sculling and treading water.</li> <li>To create, use and adapt tactics to collect the most points.</li> </ul>	<ul style="list-style-type: none"> <li>To support and congratulate others.</li> <li>To safely move around in the water.</li> <li>To be inclusive of all members of my team.</li> <li>To communicate with my partner to help us to move through the water together.</li> </ul>	<ul style="list-style-type: none"> <li>To work hard to improve my own time.</li> <li>To show determination not to put my feet down when treading water.</li> <li>To show determination to swim the distance in</li> </ul>	<ul style="list-style-type: none"> <li>To understand and apply technique.</li> <li>To create, use and adapt tactics to collect the most points.</li> <li>To identify strengths in my own and other's technique and use this to help</li> </ul>

		<ul style="list-style-type: none"><li>• To develop the technique for backstroke arms and legs.</li><li>• To develop breaststroke technique.</li></ul>	<ul style="list-style-type: none"><li>• To work collaboratively with a partner to catch others.</li><li>• To use tactics to try to gain possession of the ball.</li></ul>	<p>fewer strokes.</p> <ul style="list-style-type: none"><li>• To try my best.</li><li>• To play fairly and use the rules of the game.</li><li>• To use tactics to try to gain possession of the ball.</li></ul>	<p>me decide who should be the legs and who should be the arms.</p> <ul style="list-style-type: none"><li>• To use tactics to try to gain possession of the ball.</li><li>• To plan a route a speed to avoid the catcher.</li></ul>
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<p><b>Autumn 2</b> Swimming- Year 5/6</p>	<p>Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> <li>• To develop breaststroke and breathing technique</li> <li>• To develop basic skills of water safety and floating.</li> <li>• To develop the dolphin kick.</li> <li>• To learn techniques for personal survival.</li> <li>• To develop water safety skills and an understanding of personal survival.</li> <li>• To increase endurance in swim challenges.</li> <li>• To identify fastest strokes and personal bests.</li> </ul>	<ul style="list-style-type: none"> <li>• To work collaboratively with a partner to retrieve items from the bottom of the pool.</li> <li>• To work with a partner to discuss and collaborate on ideas.</li> <li>• To use positive words to help congratulate and celebrate other pupil's effort and achievements.</li> <li>• To collaborate with others to create the huddle position for safety.</li> <li>• To work in collaboration with others to achieve a set goal.</li> <li>• To work collaboratively with others to complete a team challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• To be confident to add breathing technique into my breast stroke.</li> <li>• To try my best.</li> <li>• To be confident to attempt new skills.</li> <li>• To persevere when learning something new.</li> <li>• To show determination to achieve my personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan tactics to overcome a task.</li> <li>• To plan my own float sequence.</li> <li>• To understand and apply technique.</li> <li>• To understand what the huddle position is and how to create it.</li> <li>• To design and create a personal survival course to include set criteria.</li> <li>• To understand and apply technique.</li> </ul>
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<p><b>Spring 1</b> Gymnastics-Year 6</p>	<p>Knows how to create their own complex sequences involving the full range of actions and movements</p> <ul style="list-style-type: none"> <li>• Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• Knows how to confidently use equipment to vault and incorporate this into sequences.</li> <li>• Knows how to apply skills and techniques consistently, showing precision and control.</li> <li>• Knows how to dev</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to develop the straddle, forward and backward roll.</li> <li>• To develop counter balance and counter tension.</li> <li>• To be able to perform inverted movements with control.</li> <li>• To be able to perform the progressions of a headstand and a cartwheel.</li> <li>• To be able to use flight from hands to travel over apparatus.</li> <li>• To be able to create a group sequence using formations and apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• To work safely with an awareness of my abilities.</li> <li>• To collaborate with a partner to create balances.</li> <li>• To work collaboratively to build trust with my partner.</li> <li>• To work safely with a partner when learning a new skill.</li> <li>• To discuss, plan and create a group sequence using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• To use learning cards to help me to learn independently.</li> <li>• To try my best.</li> <li>• To be confident to try and learn new skills.</li> <li>• To challenge myself to try new skills.</li> <li>• To be confident to perform in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>• To observe my partners roll and provide them with feedback on how to improve.</li> <li>• To observe others and provide feedback on their performances.</li> <li>• To understand that I need to move into and out of inverted movement with control.</li> <li>• To select actions that help my sequence to flow.</li> <li>• To understand that taking off two feet will give me power and height.</li> <li>• To identify what makes a good performance and use this to provide feedback to others.</li> </ul>
<p><b>Spring 2</b> Dance- Year 6</p>	<ul style="list-style-type: none"> <li>• Knows how to compose own dances in a creative way, individually, with a partner and within a small group.</li> <li>• Perform dance to an accompaniment devising the sequence to take account of rhythm and mood of the piece.</li> <li>• Dance shows clarity, fluency, accuracy and</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and repeat a set dance phrase showing confidence in movements.</li> <li>• To work collaboratively with a partner to explore and develop the dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>• To help others to remember and complete the phrases.</li> <li>• To discuss my ideas with my group and come up with a plan of the best time to use different actions.</li> <li>• To work collaboratively with others to</li> </ul>	<ul style="list-style-type: none"> <li>• To be confident to share my ideas.</li> <li>• To show acceptance of others' ideas.</li> <li>• To be confident to perform in front of others.</li> <li>• To be considerate of others feelings when providing</li> </ul>	<ul style="list-style-type: none"> <li>• To use changes in level, direction and formation effectively to develop my dance.</li> <li>• To use feedback to improve my performance.</li> <li>• To identify what went well in my performance and what we could do</li> </ul>

	<p>consistency of movement</p> <ul style="list-style-type: none"> <li>• Develop sequences in a specific style of dance.</li> <li>• Choose own music and style</li> <li>• Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.</li> <li>• Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.</li> <li>• Knows that dance can communicate an idea, as well as feelings and narratives.</li> <li>• Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on.</li> </ul>	<ul style="list-style-type: none"> <li>• To use changes in level and speed when choreographing.</li> <li>• To copy and create actions using a prop as a dance stimulus.</li> <li>• To use choreographing devices to improve how the performance looks.</li> <li>• To select actions and dynamics to convey different characters.</li> </ul>	<p>choreograph our ideas.</p> <ul style="list-style-type: none"> <li>• To work safely with and around others.</li> <li>• To lead others through a warm up.</li> <li>• To encourage others to work hard.</li> </ul>	<p>feedback.</p> <ul style="list-style-type: none"> <li>• To perform confidently.</li> <li>• To show determination to complete the task to the best of my ability.</li> </ul>	<p>to improve</p> <ul style="list-style-type: none"> <li>• To portray an emotion and tell a story through the dynamics and expression of my actions.</li> <li>•</li> </ul>
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<p><b>Summer 1</b> Athletics- Year 6</p>	<ul style="list-style-type: none"> <li>• Knows how to show control when taking off and landing</li> <li>• Knows how to throw with increasing accuracy</li> <li>• Knows how to combine running and jumping in the context of a triple jump.</li> </ul>	<p>To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and</p>	<ul style="list-style-type: none"> <li>• To work collaboratively and communicate with my partner.</li> <li>• To discuss, negotiate and agree on a set distance for each of my</li> </ul>	<ul style="list-style-type: none"> <li>• To show perseverance to complete a six minute run.</li> <li>• To show empathy towards others when making decisions.</li> <li>• To persevere if I find something</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of preparing the body for exercise.</li> <li>• To provide feedback on another's sprinting technique to help them improve.</li> </ul>
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		<p>technique for the triple jump. To develop power, control and technique when throwing for distance. To identify areas for development in my partner's throws and use this to provide feedback. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>teammates.</p> <ul style="list-style-type: none"> <li>To work with a partner to establish the correct jumping pattern.</li> <li>To make safe, responsible decisions.</li> <li>To work with my group to ensure that we are ready for the activity.</li> <li>To discuss, negotiate and agree on an event for each of my teammates to compete in.</li> </ul>	<p>difficult.</p> <ul style="list-style-type: none"> <li>To persevere when learning a new skill.</li> <li>To be accepting of feedback.</li> <li>To show determination to achieve my best at each station.</li> </ul>	<ul style="list-style-type: none"> <li>To [unclear] that speed will build momentum and power and therefore allow me to jump further.</li> <li>To identify areas for development in my partner's throws and use this to provide feedback.</li> <li>To identify areas of personal strength.</li> </ul>
<p><b>Summer 2</b> OAA- Year 5/6</p>	<ul style="list-style-type: none"> <li>Knows how to design a map for others to follow in a (more demanding) familiar context</li> <li>Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit</li> </ul>	<ul style="list-style-type: none"> <li>To build communication and trust whilst showing an awareness of safety.</li> <li>To work as a team to solve problems, sharing ideas and collaborating with one another.</li> <li>To develop tactical planning and problem solving.</li> <li>To share ideas and work as a team to solve problems.</li> <li>To develop navigational skills and map reading.</li> </ul>	<ul style="list-style-type: none"> <li>To work safely with others.</li> <li>To support others to complete a challenge.</li> <li>To lead a group.</li> <li>To be inclusive of others.</li> <li>To discuss and decide on roles for each of my team members.</li> <li>To work safely whilst navigating around a course.</li> </ul>	<ul style="list-style-type: none"> <li>To have the confidence to share ideas.</li> <li>To listen to others when they are sharing ideas.</li> <li>To ask for help when needed.</li> <li>To work honestly abiding by the rules of the course.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the effectiveness of a strategy and make improvements.</li> <li>To use critical thinking to overcome a task.</li> <li>To reflect on a strategy and make changes where necessary.</li> <li>To use a map to orientate myself.</li> <li>To read a key and understand how to use the key to navigate around a course.</li> </ul>

		<ul style="list-style-type: none"> <li>To use a key to identify objects and locations.</li> </ul>			
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>-Can they persevere with a task and improve their performance through regular practice?</li> <li>-Can they set personal challenges and are able to achieve these?</li> <li>-Can they review, analyse and evaluate their own and others' strengths and weaknesses?</li> <li>-Can they effectively transfer skills from one sport to another?</li> <li>-Can they work effectively as a team showing good sportsmanship?</li> <li>-Can they show a great understanding of rules and tactics and adapt tactics where necessary?</li> <li>-Can they show ability and confidence performing skills at a competitive level?</li> <li>-Can they show an understanding of the health and fitness side of PE?</li> <li>-Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm?</li> <li>-Do they show the skills to lead a group or become a sports leader?</li> </ul>				